

TEACHERS' ATTITUDES TOWARD THE DELIVERY OF GRAMMAR TEACHING: INDEPENDENT AND INTEGRATED METHODS

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ABSTRACT

Grammar teaching has been considered an important aspect of language pedagogy, especially in the context of learning English as a Foreign Language. Over the years, grammar and its delivery methods have been an on-going discussion. With the shifting of removing and putting back independent grammar courses in the Faculty of Language and Arts, UKSW, it is important to investigate teachers' attitudes toward grammar delivery as it can influence their classroom practice. This study aims to investigate teachers' attitudes toward the delivery of independent and integrated grammar teaching methods. Qualitative method was used in the study where 11 teachers from English Language Education of FLA UKSW were interviewed. The results of the interview showed that all teachers considered grammar as a vital part of language teaching and learning. They viewed both grammar teaching methods to be appropriate, with a tendency toward the use of independent grammar as it is considered more effective in the context of EFL, whereas integrated grammar to be effective for communicative setting. Concerning the relation to class practice, the teachers believed that their teaching is also affected by their attitude towards grammar deliveries, which is associated to internal and external factors. In addition to this, most teachers favored the implementation of both grammar teaching with independent grammar for beginner level students and gradually inducing integrated grammar teaching in intermediate and advanced level students.

Key words: *grammar, independent grammar delivery, integrated grammar delivery, attitude, preference*